

Influence of Salary and Promotion on Academic Staff's Job Performance in Tanzanian Universities

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Abstract

Salary and promotion practices for academic staff in universities has been a subject of concern for long time as there is a mass exodus of academic staff to other seemingly financially promising non-teaching careers. The study therefore, examined academic staff's' salary and promotion practices and assessed the extent to which they influence their job performance. The study adopted a correlational research design. The data for this study were collected using questionnaires from 411 academic staff in selected Tanzanian universities. Semi-structured interviews were conducted with six Deputy Vice Chancellors – Administration, 12 senior academic staff and two leaders of the academic staff union. Purposive sampling was used to select universities. The data were analysed using Statistical Package for Social Sciences (SPSS) version 16. The findings indicated that there is no statistically significant relationship between salary, promotion and job performance among university academic staff.

Keywords: competitive compensation, research, teaching, universities, workload

Introduction

Academic staff salary and promotion is an established concern in Tanzania. This study presents data collected to analyse salary and promotion practices and their influence on job performance. Research indicates that there is a general dissatisfaction of salary and promotion opportunities in the entire public service and Tanzanian university academic staff is no exception (Luhanga, 2009; Mgaiwa, 2021). Current research on wellbeing of university academic staff has also been linked to increasing universities' international recognition, attracting external research funding and increase of international students (Al-Ali, 2021). Specifically, universities operate as the main foundation for almost all professional careers, whereby, in recent years, university education has become the entry point in many labour markets. Academic staffs working in various academic disciplines at these universities are tasked with the

responsibility of transmitting knowledge, thereby shaping the knowledge of numerous policy makers and professionals in their respective occupations. Consequently, Ozdemir, Dietl, Rossi and Simmons (2021) argued that the wellbeing of academic staffs is of paramount importance for the advancement of teaching and research.

The expansion of higher education worldwide may be regarded as a great success, but a closer look reveals that expansion is associated with various challenges. Numerous factors indicate that the academic staff is threatened in various countries due to the meagre salaries and delays in promotion. For instance, in Tanzania's national budget allocation, despite the fact that primary education received the lion's share, due to introduction of fee-free basic education since 2016/17 financial year still there is a myriad of challenges including inadequate and dilapidated infrastructures and intensified shortage of teachers disproportionately affecting rural and remote areas. Equally, government priorities have shifted to basic education at the expense of other education sub-sectors of technical and vocational, adult and higher education. Therefore, the decline in funding for higher education compels universities, especially the public ones, to explore new revenue sources and cut costs. This has resulted in academic staffs being put under enormous pressure to generate income for the university's core functions of teaching, research and community service. A study conducted in India by Panigrahi (2019) reports that to ensure the availability of continuous funds, new strategies were made including privatizing most public institutions of higher learning through outsourcing non-essential services and establishing or expanding fund-raising mechanisms to enhance academic quality and the salaries of academic staffs.

For instance, in Australia, there is a growing interest by scholars because of the development and expansion of the university system, the increased number of those retiring and, in addition, expanded global versatility. However, Cummings and Finkelstein (2011) argues that when Australian academic staffs are compared with their counterparts worldwide, it was found that Australian academics were less satisfied with their work, unlike international colleagues and other professionals in Australia.

It must also be mentioned that most of the conditions that affect the academic staff's well-being in less-developed countries happen elsewhere. For instance, Yousefi and Abdullah, (2019) noted that academic staffs have been resigning from their teaching jobs and seeking other jobs abroad a phenomenon that has in some ways weakened the universities. However, the situation in Africa is more worrying due to the fact that until the mid-1990s higher education was not considered important, and so most educational policies focused on primary

education and almost all funding was channelled into it. The assumption was that university education would benefit individuals rather than society as supported by Afolayan (2014) who maintained that funding to primary education should be emphasized due to the spill-over effects on the wider society.

Studies have also identified challenges in most African universities, including aging and retired academics, limited mentorship programmes for young academics and inadequate teaching and learning facilities that lead to congested lecture theatres and laboratories amidst increased enrolment. This had an impact on the universities' core functions of teaching-learning and research, as most of them did not pay much attention to these undertakings (Zezeza, 2016). The situation is more worrying in newly-established universities which are principally dominated by younger, less experienced academic staff. Some job satisfaction indicators identified for this study are recognition, responsibility, remuneration and promotion opportunities and selected academic staff's job performance. Recognition, such as being recognized by their supervisors, has been found to enhance employees' job performance level (Richardson, 2014).

In the Tanzanian university system, the academic staff's welfare is somewhat viewed as a less important component in most of public universities, as argued by Ngalomba (2019). Despite the contribution and efforts made by academic staff in terms of teaching, supervising students' projects or research and conducting research and disseminating findings through peer referred outlets, still many of their welfare demands are neglected. Therefore, for the effective running of universities, the efforts and active involvement of academic staffs are undoubtedly needed. It is a fact that no university can survive and succeed without motivated academic staffs due to their key role in implementing the core functions of the university, namely teaching, research and community service. A study by Wilkins, Butt and Annabi (2017) further pointed out that the sustainability of universities depends on the standard of their academic staff. Therefore, if a university is to achieve the objectives of its establishment it needs to attract and retain academic staff of the highest standard, who are satisfied with their job, to ensure the provision of high quality education and research outputs.

While universities are expected to bring fresh hope for Tanzania's development, achieving this goal depends on numerous factors such as pull factors to attract academics to enter the academia and the provision of a conducive working environment which will ultimately harness the country's economic potential. However, there is increasing compensation satisfaction to non-academic careers for experienced and well-qualified academics in universities. Research by Geber (2013) illustrated that most of African universities facing difficulties in

retaining experienced and well-qualified academic staffs who have often left for overseas universities, where opportunities appear more attractive than the meagre pay in their respective former universities. The shortage of senior and more experienced academic staff retards these universities in terms of limited research output, which therefore has an impact on the quality of teaching (Shai, 2021). In the Tanzanian university context, all these imperatives have serious negative consequences in terms of a heavy teaching load to the extent that less time is devoted to research activities.

Moreover, salaries in Tanzanian public universities are on a fixed scale with annual pay rises based on seniority. The value of salaries in the public sector is comparatively lower than that of the private sector, in addition to which there are no fringe benefits as in some private universities, which are paid for marking and extra duty allowances. These differences in terms of salary between public and private universities have adversely affected the academic staff's' job performance level as a result most highly-qualified academic staff prefer to either engage in consultancies or move to the non-teaching careers where they are well remunerated. It is a fact that Tanzania's university remuneration policies are subject to a number of criticisms such as there is no provision for rewarding top performers and punishing non-performers. The policies are basically uniform and unattractive to academic staff in public universities since they cannot attract the best scholars or reward and retain the best academics. Furthermore, academic staff chooses to work in public universities based on their expectations and so they support the idea that private sector employees are motivated by aspects that are different from those of public sector employees (Buberwa, 2015).

This study defines job performance as the extent to which academic staff performs their research-based activities in terms of expected number of research-based publications. When academic staff is satisfied with the salary, promotion received after a job is done efficiently, it will consequently motivate them to do so again to receive salary and promotion. Various scholars argue that employees' salary will ultimately enable them to meet their daily needs and thus motivate them to work efficiently. Furthermore, salaries and incentives like houses or vehicles make employees more satisfied and lift their morale (Mustapha & Zakaria, 2013). In the same vein, Peretomode (2012) argued that salary, job security and promotion are major factors that motivate employees to perform better.

The main finding in the study by Ozdemir, Dietl, Rossi and Simmons (2021) revealed that there was a weak and somewhat inconsistent relationship between salary and job performance. While, further research does not concur with this

conclusion for instance, a study by Jacobs, Hellman, Werest and Markowitz (2013) argued that job performance is influenced by salary. Scholars tend to emphasize the whole idea of job performance by relating it with increased salary in an organization.

Further, a study conducted by Mgaiwa (2021) indicated that the major things that dissatisfied academics in Tanzania's universities were the low salaries and poor working conditions. The relatively poor working conditions in Tanzania's universities are attributed to funding shortage. That working conditions in universities greatly deteriorated, as shown by the poor salary and the inability to groom young scholars which led to the poor research productivity of university academic staff. It is therefore, important that adequate funds are set aside for building new infrastructure, carrying out renovations and equipping universities to accommodate increased enrolment and to improve working conditions necessary for the fulfillment of the universities' core functions.

Despite the rapid increase in the number of universities, academic staff in Tanzanian universities seems to be dissatisfied with their job as evidenced by the exodus of academics from their career to other seemingly promising sectors such as politics and senior administrative government jobs. This has led to a declining teaching and research workforce, a subsequently heavy teaching load for those who remain at the universities and a decline in research output. Therefore, this study sought to examine the relationship between salary and promotion practices and job performance of academic staff in selected universities in Tanzania.

Hypotheses of the study

The study was guided by the following hypotheses:

- 1) There is no significant relationship between salary and job performance of university academic staff in Tanzania.
- 2) There is no significant relationship between promotion practices and job performance of university academic staff in Tanzania.

Methodology

The correlation research design was used in this study. Data were collected from a sample of 411 academic staff in six universities in Tanzania. It involved six universities, three public and three private.

Purposive sampling was used to select the six universities. Academic staffs were the main focus of this study and constituted the majority of the respondents. The respondents were considered to have vital information for the study by

virtue of their position as follows. Academic staff is the ones who participate in actual teaching, research and community service. They have the complete picture of the teaching and research workload in their respective academic departments or units. This study used questionnaires to collect data from 411 academic staffs and the data were analysed using Statistical Package for Social Sciences (SPSS) version 16. A total of 22 interviews were conducted to six Deputy Vice Chancellors – Administration, 12 senior academic staff and two leaders of academic staff trade unions.

Table 1.1: *Summary of Cronbach's Alpha Coefficient for Study Variables*

No.	Variables	No. of items per variable	Reliability Coefficient Alpha
1.	Salary	5	0.810
2.	Promotion	3	0.886
3.	Publication in national-level journal	4	0.847
4.	Publication in international journal	3	0.839

Table 1.1 shows the reliability coefficient alpha of all the constructs in this study ranging from $\alpha = 0.810$ (salary) to $\alpha = 0.886$ (promotion). The closer the alpha is to 1 the higher the level of consistency. This falls within the range recommended by Gay (1992) that any coefficient more than (0.7) was quite acceptable.

Findings and Discussion

The Relationship between Salary and Job Performance of Academic Staff

The first hypothesis of the study sought to determine the relationship between salary and job performance of university academic staff. Poor salary is a barrier found in universities, which prevents academic staff from being satisfied with their job. The salary indicators were tested with job performance to determine whether there is a significant relationship between them. This was addressed by the research hypothesis: *There is no significant relationship between salary and job performance of university academic staffs in Tanzania.*

Table 1.2: Salary and Job Performance of University Academic Staff

		1	2	3	4	5	6
1	Job performance	1.00	-.308	-.196	.032	.002	.044
2	I am satisfied with my pay relative to other employees in this university	-.308	1.00	.827	.028	-.053	-.165
3	I am rewarded fairly for the amount of effort I put into my job	-.196	.827	1.00	.013	-.067	-.112
4	I need additional income to satisfy my needs	.032	.028	.013	1.00	.405	.250
5	I get regular salary increments in my university	.002	-.053	-.067	.405	1.00	.165
6	Salary is very small	.044	-.165	-.112	.250	.165	1.00

Notes: Correlation is significant at the 0.01 level (two-tailed test)

Table 1.2 shows the Pearson Correlation Coefficient among salary indicators and job performance of university academic staff in Tanzania. The relationship between satisfaction and the pay academic staff receive compared to other employees in the university and job performance was not statistically significant at $r = -.308, p > 0.01$. The relationship between how the amount of effort academic staff put into their job and job performance was not statistically significant at $r = -.196, p > 0.01$. The relationship between the need for additional income to satisfy their needs and job performance was not statistically significant at $r = .032, p > 0.01$. The relationship between regular salary increments and job performance is not statistically significant at $r = .002, p > 0.01$ and the relationship between whether the salary provided is very small and job performance is not statistically significant at $r = .044, p > 0.01$.

The findings from the study indicated that the relationship between academic staff's satisfaction with pay relative to other employees in the university is not statistically significant at $r = -.308, p > 0.01$. This suggests that the university academic staff were dissatisfied with the pay they are getting compared to other employees in the university. Comparatively, non-academic staff was getting paid better salaries than their academics counterparts as they were entitled to overtime and extra duty allowances which was not the case with academic staff. The study also found that staff in the corporate world receives bonuses based on their effectiveness and productivity in their job in fulfilling organizational goals. Furthermore, consistent with previous findings, employees in public parastatals and private corporations are more satisfied with their pay than those in universities (Provini, 2019). However, that pay alone is not the best incentive for public sector employees, because they are more motivated

by other incentives than private sector workers. The possible explanation for this finding is that fringe benefits such as top-class health insurance wholly paid by the employer which enable members and beneficiaries to access best health facilities unlike their counterparts in public universities who fall under the National Health Insurance Fund (NHIF) mandatory health scheme to all civil servants consisting six percent salary deduction split between the employer and employee.

Apart from the salary received by academic staff compared to other employees, another vital element in being satisfied with their salary is whether it rewards them fairly for the amount of effort academic staffs put into their job and its relationship with job performance. In this regard, the findings indicated that there is no significant relationship at $r = -.196$, $p > 0.01$. The results further suggest that besides the low salaries and insufficient allowances, the interviews indicated that academic staff was allocated a heavy teaching load, to the extent that the majority of them are unable to conduct meaningful research or engage meaningfully in community service. For instance, at one university, in 2019/2020 academic year, only 488 journal articles were published in peer reviewed journals compared to 1,838 academic staff employed in the university. Further analysis on number of academic staff dedicated to research is less than 10 per cent, and the situation is exacerbated by less budget allocated to research, such as in 2019/2020 academic year less than 3 per cent of university budget (mainly from internal sources were set for research purposes. Additionally, grants acquisitions and research management was other stumbling blocks towards ensuring research activities are effectively implemented. A Deputy Vice Chancellor – Administration in university C said:

We recently introduced publication policy, that every academic staff should at least publish one academic paper in peer reviewed publication outlets, be it academic journal or a book or a book chapter. However, the initiative is hampered by lack of financial resources to support our academic staff to conduct research.

The findings of this study on salary and how it influenced academic staff's job performance are consistent with those in the study by Peremotode (2012) who discussed that low salaries are the major factor contributing to poor job performance amongst academic staff. A similar study by Kiplangat, Momanyi and Kangethe (2017) found that academic staff with low salaries consequently tended to perform poor in their job.

The findings have also indicated that the relationship between the need for additional income to satisfy academic staff's needs and job performance was statistically significant at $r = .032$, $p > 0.01$. Therefore, the study further sought

to find out what academic staff received by way of salary at the universities involved in the study. The results are presented in Tables 1.3 and 1.5.

Table 1.3: *Salary Structure of Academic Staff in Public Universities in 2019/2020 Financial Year*

Cluster	Academic Rank	Salary scale	Salary range (per annum)
5	Professor	PUTS 6	65,640,000 – 74,640,000
4	Associate Professor	PUTS 5	60,540,000 – 68,640,000
3	Senior Lecturer	PUTS 4	50,820,000 – 57,528,000
2	Lecturer	PUTS 3	38,340,000 – 46,668,000
1	Assistant Lecturer	PUTS 2	27,720,000 – 30,540,000

Source: Scheme of Service for Academic Staff in Public universities and University colleges (2015)

Note: PUTS = Public Universities Teaching Staff Salary Scale

Table 1.4: *Salary Structure of Academic Staff of Public Universities in Uganda in 2020/2021 Financial Year*

Staff Category	Grade level	Per annum
Sciences		
Professor	5	109,803,432
Associate Professor	4	103,041,444
Senior Lecturer	3	92,706,084
Lecturer	2	84,159,888
Assistant Lecturer	1	62,851,788

Source: Ministry of Public Service – Uganda (2020)

Note: Salary in Uganda shillings (UGX); 1 USD = 3,584 UGX

Table 1.5: *Salaries of Academic Staff at Selected Private Universities in 2020/2021 Financial Year*

Academic Rank	Grade level	Salary range(per annum)
Professor	5	70,500,000 – 80,100,000
Associate Professor	4	64,200,000 – 68,520,000
Senior Lecturer	3	45,900,000 – 57,660,000

Lecturer	2	46,800,000 – 46,800,000
Assistant Lecturer	1	33,300,000 – 35,940,000

Note: Salary in Tanzania shillings (Tshs.); 1 USD = Tshs 2,339

Tables 1.3 and 1.5 indicate the differences in salaries by university sector (both public and private universities) of the academic ranks of Assistant Lecturer, Lecturer, Senior Lecturer, Associate Professor and Professor. It was revealed that generally, academic staff in a private university earns slightly more than their public university counterparts. While a Professor in a private university earns between 70,500,000 (Tshs.) and 80,100,000 (Tshs.) annually, a Professor in a public university earns between Tshs. 65,640,000 and Tshs. 74,640,000 annually. The study further observed that these are gross salaries, which are later subjected to compulsory deductions such as Pay-As-You-Earn (PAYE) tax, pension scheme contribution, academic staff union, welfare union and health insurance scheme. This means that the net salary of academic staff is much lower, which may ultimately lead to their near mass exodus, especially from public universities, leaving them for better-paying jobs.

Comparatively, salary structure of academic staff in Ugandan public universities (in Table 1.4) are categorically divided into sciences and those in non-sciences specializations, the structure indicate that those in sciences are paid higher salaries compared to their non-sciences counterparts. For instance, a Professor in Sciences is paid 109,803,432 (UGX) per annum compared to non-sciences Professor who will bag 97,200,276 (UGX) per annum. Inter-country comparison between salary of academic staff in Ugandan public universities and their counterparts in Tanzanian public universities indicate that academic staff in Ugandan universities are slightly paid higher compared to academic staff in Tanzanian public universities.

The study further found that, despite filling in the claim forms for salary arrears and housing allowances several times, academic staff still experienced delays. This confirms what Provini (2019) argued that many delays in public institutions remain a major challenge to executing numerous undertakings. In Tanzania, delays in attending to civil servants' grievances, for instance, over salary arrears and allowances have also been associated with poor record keeping by various government agencies, and corruption by clerical staff who use delaying tactics to obtain bribe (Sikoi, 2013).

It is clear that, while several studies have indicated that salaries are very important for ensuring employees' commitment to an organization (Shai, 2021), the situation in many African universities is different as most academic staff tend to devote less time to their university job than other income-generating

activities outside the university to support their meagre salaries (Cilliers, 2017). Engaging in other income-generating activities means that university academic staff do not spend much time researching and preparing the content for academic courses they are teaching, which results in poor teaching and disengaged students.

Due to the relatively low salary level in Tanzania's universities, some academics have chosen to work for lucrative engagements or consultancies outside the university while still holding on to their present university position (Luhanga, 2009). Interestingly, some lecturers have even taken on a third job to boost their salaries. Therefore, because of the inadequate salary and relatively unsatisfactory working conditions compared with private universities, public universities are unable to attract potential scholars from the corporate world, either locally or from abroad to work for them on a full-time basis as used to be the case. This happens despite the existence of the Tanzania Public Service Pay and Incentives Policy. It is unfortunate that the academic profession has lost its financial attractiveness or appeal, causing younger scholars to shun the academic career due to the low salaries that are paid. Cadez, Dimovski and Groff (2017) found that the lack of adequate financial resources with which to compensate staff was one of the impediments to the successful implementation of a monetary rewards strategy for improving performance in higher education institutions. This study found that the academic staff in public universities perceive that their salary is inadequate compared with that of their private university counterparts, as a result they expressed dissatisfaction with their insignificant salary.

Al-Ali (2021) also stated that, due to the perceived inconsequential monetary rewards, universities are at risk of failing to attract and retain highly competent and experienced academics. This is of concern in the light of Tanzanian universities' vision to become world-class universities that are responsive to both local and global needs. In view of Peter (2019) one of the key factor for the internal brain drain of academic staff from Tanzania's public universities is the declining salaries and to some extent poor working conditions, manifested in inadequate teaching/learning facilities, large classes and inadequate office space. Thus, academics experience job dissatisfaction and leave public universities.

More importantly, Zeleza (2016) further argued that the poor salary of university academic staff has become salient, as those in non-universities public parastatals enjoy much higher salaries and better working conditions than their counterparts in universities. This situation explains to a great extent why there is a high rate of job turnover in most universities in Africa. As observed by Figueroa (2015), the high rate of turnover not only causes institutions financial loss as

they need to find a replacement, but remaining employees also experience a sense of shared loss and decreased work productivity.

The Relationship between Promotion and Job Performance of Academic Staff in Universities

Table 2.1: *Promotion and Job Performance of University Academic Staff*

		1	2	3	4
1	Job performance	1.00	-.013	.214	.358
2	Promotion depends on how well you do your job in this university	-.013	1.00	.398	.295
3	Being here for a longw time will get you promoted sooner than having good skills and performing well	.214	.398	1.00	.634
4	I have a better chance of getting promoted in this university	.358	.295	.634	1.00

Note: Correlation is significant at the 0.01 (two-tailed test)

Table 2.1 shows the relationship between promotion indicators and job performance among university academic staff. The results indicate that there is no significant relationship between promotion based on how well academic staff do their job at universities and job performance at $r = -.013$, $p > 0.01$. This finding suggests that the criteria currently used to promote academic staff are not sufficient, which ultimately affects their job performance. This means that the current promotion criteria have an impact on job performance. These promotion criteria could be revised by adding community service which is in line with university's three core functions of teaching, research and community service. Revised and clear academic staff promotion criteria will therefore, motivate them and improve their job performance. This is consistent with the findings of Camilleri (2020) that promotion did not influence academic staff's job performance. Equally important, there has been much debate in recent times on whether universities should use teaching or research as criteria for promoting their academic staff (Ahmad & Jameel, 2020).

There was a no significant relationship between the time taken to promote academic staff and overall job performance. This finding was also supported by sentiments expressed by the majority of senior academic members of staff that it took a long time before being promoted despite qualifying the promotion criteria or possessing the required qualifications. One of the senior academic members of staff in university A stated that political interference in academic

staff's promotion significantly reduced job satisfaction and subsequently affected job performance as quoted:

Most of us are deeply disappointed by the long time it takes for someone to get promoted. We are tired of political interference by the government in the academic staff's promotion. Imagine, the government extended from three to four years for academic staff to be eligible for promotion to the next academic rank. Worse enough, even when you meet all criteria and all internal promotion procedures have been complied still it takes lengthy duration for a government to approve. This practice discourages academic staff to fully perform.

The fact that the majority of the academic staff indicated that they were extremely dissatisfied with promotional procedures involving delays confirmed the study conducted by Camilleri (2020) that indicated that delays and political interference with university lecturers' promotion was a major stumbling block to academic staff being satisfied with their job.

The researcher sought to find out the promotion criteria used in the selected universities and found that in the three selected public universities promotion of academic staff is guided by the universities' appointment and promotion policy which outlines the criteria to be used for promotion from one academic rank to another. Analysis of the universities' promotion policy indicates that besides educational qualifications, teaching experience and publications, an academic staff member has to wait for four years to qualify for promotion to the next academic rank. It is important to note that teaching effectiveness was also included in the promotion criteria, which was confirmed in an interview with the Deputy Vice Chancellor – Administration of university B, who declared:

We have added teaching effectiveness as a promotion criterion in the revised appointment and promotion policy, that is, every academic staff member will be evaluated and rewarded for his or her teaching effectiveness and research performance, unlike in previous years when only research output and publications were considered for academic staff's promotion.

Despite the fact that the leaders of the academic staff unions agreed with the inclusion of teaching effectiveness in the academic staff's promotion criteria, they disagreed with the points allocated to teaching effectiveness compared to the points allocated to research achievement and the decision by the fifth-phase government to extend time for academic staff to be eligible for promotion to the next academic rank.

Generally, the criteria for promoting academic staff are evaluated in line with the universities' core functions of teaching and research, while the policy is silent on academics' community service as indicated in Table 2.2.

Table 2.2: *Criteria for Promoting Academic Staff to Various Academic Ranks in Universities A, B and C*

Promotion criteria	Source of Points	Weight (Points)
Publications	Journal article	1.0
	Conference paper/Consultancy report	0.5
	Scholarly book	6.0
	Chapter in a book	1.0
	Lower level books	2.0
	Case reports/Short communication	0.5
	Subject and General Dictionaries	1.0
	Extension materials	0.5
	Book reviews	0.5
Patents		6.0
Teaching effectiveness		2.0

Table 2.2 indicates the allocation of points for the promotion of academic staff, for instance, publications allocated between 0 to 6.0 points depending on the source of publication as Tanzania Commission for Universities (TCU) Standards and Guidelines (2020) clearly indicate that during the process, academic staff publications will undergo review and allocated points. However, articles published in high impact factor journals, indexed Scientific Citation Index (SCI) or listed in well-known database are exempted from review process with assumption that such journals have rigorous review mechanisms before the article is accepted for publication.

With regard to teaching effectiveness, after lengthy discussion with the government, academic staff's complaints to award teaching effectiveness was considered and approved, hence, teaching effectiveness was recently included as a promotion criterion, nonetheless with relatively fewer points, from 0 to 2.0 points are allocated, than publications and patents. Further, neither TCU Guidelines and Standards (2020) nor respective universities' appointment and promotion policies explain what are the guiding parameters when it comes to teaching effectiveness to avoid bias and conflict of interest. Therefore, the

concern was not only about less points being allocated to teaching effectiveness, but also about how the appointment and promotion policy evaluates and rewards teaching effectiveness.

Conclusion

This paper explored the relationship between salary, promotion and job performance of university academic staff and the study revealed that there was no statistically significant relationship between salary, promotion and job performance due to long time it takes for academic staff to get promoted from one academic rank to the other despite having fulfilled the promotion criteria. Indeed, the majority of the academic staff indicated that they were extremely dissatisfied with promotional procedures involving delays. The findings of the study indicated that inadequate financial resources to compensate academic staff led to their dissatisfaction, a situation which ultimately affects job performance. The findings further revealed that, due to the low salary and the delay in remunerating academic staff, including paying salary arrears, some academic staff looked for non-academic opportunities to make ends meet. This again jeopardizes the job performance in terms of research outputs expected to be produced by academic staff in universities.

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